

2010 IE REPORT TRANSMITTAL FORM

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The information included in the attached reports is current and correct to the best of my knowledge.

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Date approved by Board of Trustees or Area Commission:

Clemson University Board of Trustees
January 26, 2001.

Date approved by Commission on Higher Education:

2001

**Institutional web address of
Summary Report:**

<http://www.clemson.edu/administration/index.html>

**Institutional web address of Title II Report:
(Four-year institutions only)**

<http://www.clemson.edu/hehd/departments/education/about/titleII.html>

Check list of IE Reports due **August 2, 2010**

 Professional Examinations Table

Date Submitted:

August 1, 2010

CLEMSON UNIVERSITY

**SUMMARY REPORT
ON
INSTITUTIONAL EFFECTIVENESS**

**SUBMITTED TO
COMMISSION ON HIGHER EDUCATION**

AUGUST 2010

INSTITUTION:

Clemson University – 2010 Annual IE Report

Results of Professional Examinations

APPLICABLE TO ALL SECTORS – REPORTED FOR APRIL 1, 2009- MARCH 31, 2010

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2009 through March 31, 2010**. The following tables display the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided. **Please be aware that your institution may have students taking certification exams that have not been reported on in the past.** This would be the case if students were just beginning to complete a new program. In such cases, please report the scores and indicate that the exam is new to the table. New exams will not be used for Performance funding reporting.

THE COMMISSION WILL REQUEST NATIONAL AND STATE PASS RATES AND ANY ADDITIONAL INFORMATION FOR THESE EXAMINATIONS, AS IT IS AVAILABLE, FROM NATIONAL AND STATE AGENCIES TO BE USED IN THE REPORT TO THE GENERAL ASSEMBLY. THESE NATIONAL AND STATE AGENCIES CAN BE FOUND IN “A CLOSER LOOK.”

Construction Science and Management: Constructor Certification Level 1

Clemson University's Bachelor of Science in construction science and management was established in 1962 and is accredited by the American Council for Construction Education. Below are the pass rates for the American Institute of Constructors Constructor Certification Level I examination for the past five years:

Certification of Construction Science Graduates

Year	Pass Rate
2005	58%
2006	60%
2007	75%
2008	80%
2009	77%

As the table demonstrates, the pass rate made a significant and steady improvement over the previous four years. In 2009 the pass rate dropped slightly to 77%. However, the pass rate of Clemson graduates was still significantly above the national average of 63%.

Nursing: NCLEX Examination

Clemson University School of Nursing NCLEX pass rate for 2009-2010 is 90.8%. After a steady increase over the past four years, this represents a slight slip associated with the rescoring of the national test to increase the difficulty associated with the increasing complexity of health care. This testing period also includes several students who graduated twelve to eighteen months prior to taking the exam for the first time. We will carefully review these results to determine if other factors were involved in the slight decrease in scores. We are continuing with a number of strategies that have led to increased success over the past four years. Faculty members continue to carefully review the curriculum to identify and eliminate any areas of omission or excessive redundancy and to coordinate content among courses in each semester to facilitate student application and long term learning. Clinical hours were increased three years ago which has had overall positive outcomes. The Kaplan comprehensive testing program has been well received and will be examined to determine if the initially unsuccessful students could have been identified for additional remediation prior to testing. Students will continue to take subject area exams online in addition to teacher made exams each of the last four semesters and those who do not exceed the national pass rate for the exam are required to remediate the content and retest. We continue to have a large number of students who report taking only the minimum 75 questions. The identification and elimination of learning gaps in each area strengthens preparation as nursing professionals as well. The Clemson University undergraduate nursing program maintains close to a 100 percent job placement rate.

National Council Licensure Exam (NCLEX) 2008-2010

Name of Exam	Year	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
National Council Licensure Exam (NCLEX) - Registered Nurse (BS)					
CLEMSON UNIVERSITY	2008	104	104	98	94.23%
South Carolina NCLEX Pass Rate*	2008	1911	1911	1669	88.03%
National NCLEX Pass Rate**	2008	129,114	129,114	111,979	86.73%

Name of Exam	Year	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
CLEMSON UNIVERSITY	2009-10	96	96	87	90.63%
South Carolina NCLEX Pass Rate*	2009-10	1529	1529	1397	91.37
National NCLEX Pass Rate**	2009-10	75508	75508	68040	90.11

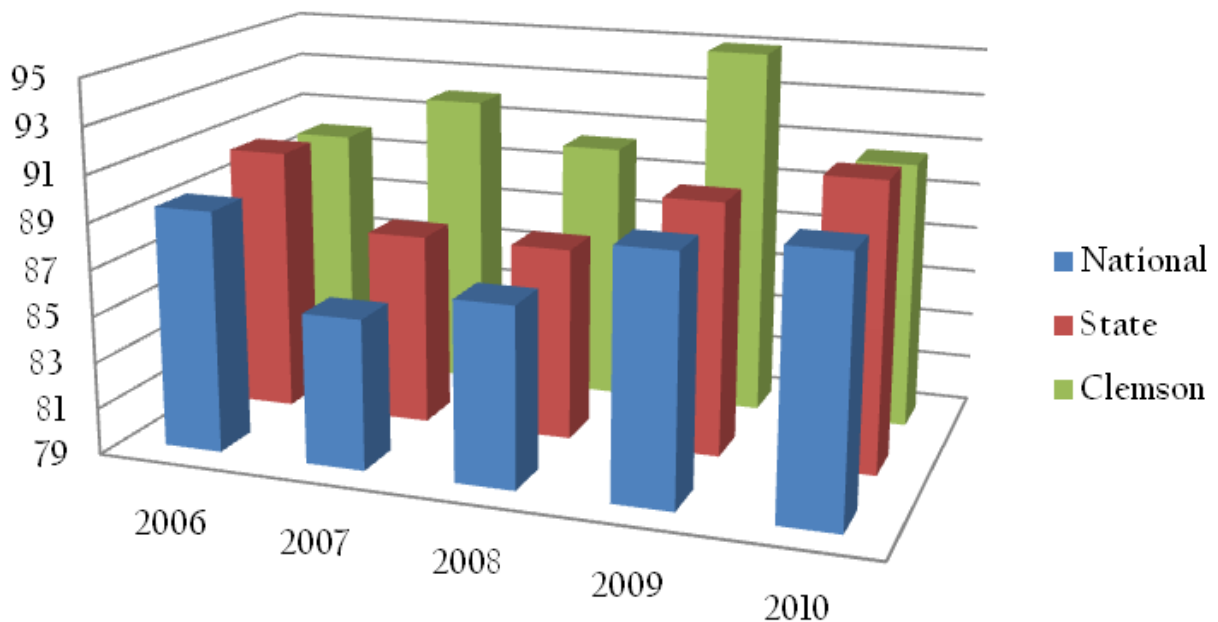
*Source: South Carolina Board of Nursing:

<http://www.llr.state.sc.us/pol/nursing/forms/NCLEXRNPassRate.pdf>

**Source: National Council of State Boards of Nursing:

https://www.ncsbn.org/Table_of_Pass_Rates_2009.pdf

NCLEX Scores



Overall first time pass rate for the undergraduate students slipped slightly to 90.63 % exceeding the national pass rate of 90.11%. Several of the students in this statistic completed their program 12 to 18 months earlier and delayed taking the exam for the first time. We did expect some drop since test difficulty is reviewed every three years and we were notified that the difficulty of this national test had been increased.

Accounting: CPA Examination

Since 1989 the School of Accountancy and Legal Studies has held AACSB Accounting Accreditation for its undergraduate and graduate programs. AACSB International is the premier accrediting agency for management education and the only grantor of accounting accreditation.

South Carolina requires at least 1 year of accounting experience under the direct supervision and review of a CPA or Public Accountant who is licensed to practice in some state or territory of the United States, or the District of Columbia to sit for the CPA Examination and be licensed to practice. The faculty at Clemson believes the best preparation to sit for the CPA Examination is to wait until a master of accountancy degree program is completed. Clemson has a coordinated undergraduate/graduate program that will meet the 150-hour requirement to be licensed as a CPA. This program of study provides excellent preparation for the CPA Examination, as well as, a career in accounting. The Master of Professional Accountancy (MPAcc) program added to the undergraduate program exceeds the 150-hour requirement for licensure and allows the student to specialize in either assurance and management services or taxation.

School of Education: PRAXIS Examinations

State certification is required for initial level teacher certification program candidates to be practicing teachers in SC. Candidates must pass the PRAXIS I before being admitted to professional level of our programs. Then candidates must take and pass PRAXIS II Principles of Learning and Teaching (PLT) and subject area test(s) for state certification. Clemson University's [Eugene T. Moore School of Education](#) submits Title II Reports with PRAXIS II licensure test pass rates annually. For the 2009-10 reporting year, Clemson candidates' overall pass rate for PRAXIS I I PLT is 96% and PRAXIS II subject area tests is 98% (Not official Title II report data because Title II data not confirmed until April 2011).

Educational leadership and school counseling advanced level programs require passes for PRAXIS II subject area tests for certification and practice as school counselors and school principals and superintendents. 2009-10 pass rates for the educational leadership content area test are 100% and for the school counseling content test 100%. Masters level Reading program candidates take a PRAXIS II subject area test in reading. The pass rate for 2009-10 is also 100%. The School of Education analyzes PLT/subject area test scores and test category sub-scores for program feedback and improvement as well as specialized program association accreditation reporting in all programs.

For teacher preparation, the School of Education assists with approximately 1,400 field placements and student teaching positions per year, about 300 in the final student teaching semester. In addition, in 2009-10 71 students were placed in school counseling practicum and internship experiences, and about 60 in educational leadership internship/practicum positions.

The School of Education recommended 196 candidates for teacher certification, 22 school counseling, and 60 principal/superintendent certification in 2008-09 (2009-10 still pending final numbers).

**PRAXIS II Examination Pass Rates: 2009-10 Academic Year
Program/Certification Completers¹**

Name of Exam	Date(s) Administered	# of Examinees	# of Examinees who Passed	% Examinees Passing
<i>Teaching and Research Sectors</i>				
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (K-6)	Bi-monthly 2009-2010	105	100	95%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (5-9)	Bi-monthly 2009-2010	35	30	86%
PRAXIS SERIES II: PRINCIPLES OF LEARNING & TEACHING (7-12)	Bi-monthly 2009-2010	61	60	98%
PRAXIS SERIES II: SPECIALTY AREA TESTS	Bi-monthly 2009-2010	399²	390	98%

¹Note that this is not official Title II data approved by Clemson, SC State Dept. of Education and US Dept. of Education. The last official Title II report came out in April 2010 with 2008-9 official data. 2009-10 Title II report will be released in April 2011. Data includes tests taken by 2009-10 program completers but does not include August 2010 graduates which status is unconfirmed at this time.

²399 tests taken by students. Because candidates are required to take more than one test, a candidate is counted more than once.

Engineering: Fundamentals of Engineering Examination

All seniors in the engineering programs at Clemson University are encouraged to take the Fundamentals of Engineering (FE) examination. The programs involved are: Bioengineering, Biosystems Engineering, Chemical and Biomolecular Engineering, Civil Engineering, Electrical and Computer Engineering, General Engineering, Industrial Engineering, Materials Science and Engineering, Mechanical Engineering. The FE pass rates for all engineering programs for 2003-2010 are given below:

Fundamentals of Engineering Examination Results

Academic Year	Percentage Passing
03-04	92%
04-05	86%

05-06	57%
06-07	90%
07-08	81%
08-09	80%
09-10	83.4%

Health Science, Health Promotion and Education: CHES Examination

The Health Promotion and Education Concentration within the Department of Public Health Sciences program was designed to provide students with the competencies of the Certified Health Education Specialist (CHES). Participation in the national CHES exam is optional. The National Commission for Health Education Credentialing recently announced that Clemson University was among the top 10 schools with the most students taking the CHES exam in 2007. For the past 8 years, 100 percent of DPHS students have scored above the national average.

Food Science and Human Nutrition

To become Registered Dietitians, students must complete the Clemson didactic program and then an accredited dietetic internship program. For the 2007-2010 academic years, Clemson had 49 graduates apply and 19 offered a dietetic internship for a 39% match rate. The matching of Dietetic Internship applicants to a Dietetic Internship for 2009-10 was about 50% nationally. Clemson’s 5-year match rate (2003-2008) is 76%.

Clemson tracks the percentage of graduates who pass the national registration examination for dietitians. In calendar year 2008, Clemson had 12 students take the exam for the first time and 11 of them passed. 89% of graduates over a 5-year period (2005-2010) who took the Registration Examination for Dietitians passed on the first attempt. Scores for Clemson graduates were higher than the national first-time takers for the total scaled score, and for both the scaled sub-scores in food and nutrition and in foodservice systems and management.

Graduate Record Examination (GRE)

The Graduate Record Examination is not a professional licensure examination but it provides insight into the general performance of students who select to take the examination and report that they are graduates of Clemson University. The examination may be taken by undergraduate or graduate students and it may be taken multiple times. This measure of

student development cannot be considered either graduate or undergraduate but provides a comparison overview among the disciplines.

Clemson Graduates Graduate Record Examination Results 2009-2010

Discipline	Sample Size	Verbal Mean Score (range)	Quantitative Mean Score (range)	Writing Mean Score (range)
Agriculture	50	449 (290-640)	579 (290-770)	3.86 (2.5-5)
Agriculture Business	2	520 (450-590)	595 (540-650)	3.75 (3-4.5)
Architecture	39	472 (320-700)	622 (490-800)	3.78 (3-5.5)
Biological Sciences	18	503 (350-700)	643 (310-770)	4.11 (2.5-5.5)
Business	10	496 (290-620)	625 (520-790)	4.1 (3-5)
Computer Sciences	15	474 (270-690)	667 (370-800)	3.63 (3-5)
Education	49	441 (260-600)	534 (200-780)	3.98 (1.5-5.5)
Engineering	111	482 (290-710)	690 (370-800)	3.87 (2-5.5)
English	17	581 (370-750)	538 (400-800)	4.53 (3.5-5.5)
Forestry	4	468 (390-610)	560 (280-680)	3.75 (2.5-5)
Health Professions	50	451 (300-660)	547 (270-720)	3.87 (2.5-5)
Languages	3	503 (450-560)	493 (230-630)	4.33 (4-5)
Mathematical Sciences	6	383 (210-530)	723 (570-790)	3.08 (2.5-3.5)
Parks, Recreation, and Tourism Management	15	437 (260-610)	495 (260-730)	3.73 (2.5-5.5)
Performance & Visual Arts	9	450 (320-540)	402 (200-690)	3.5 (2.5-4.5)
Philosophy/Religion	2	560 (560-560)	570 (520-620)	4.75 (4.5-5)
Physical Sciences	16	551 (360-680)	645 (460-800)	3.8 (3-5)
Psychology	30	422 (300-590)	503 (250-750)	3.83 (2.5-5)
Social Sciences	17	440 (290-630)	461 (200-680)	3.44 (2-5)
History	14	521 (410-600)	494 (230-740)	4.07 (2.5-5.5)